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ABSTRACT

Developed to encourage and promote the establishment and maintenance of standards of excellence in all school library media centers, standards presented here are designed to be the minimum acceptable for Alaska schools. Each school is urged to use the standards as a base to develop a quality library media program which reflects the unique characteristics of that school and which utilizes current technology. Prepared by the Professional Standards committee of AASL/Alaska (American Association of School Librarians, Alaska) with input from school librarians throughout the state, the Alaska Standards are a revision of the Library Media Standards for Alaska Schools published in 1978. Following an introduction, standards are presented in four areas: (1) the library media program's purpose in serving students, staff, and administrators; (2) the six essential elements of a quality library media center program--staff, collection, equipment, space, resource sharing, and annual budget; (3) standards for five different sized schools based on student enrollment; and (4) representative services and responsibilities of district level programs in the areas of planning and administration, staff development, and services. Appendices include: a list of examples of audiovisual equipment; "Policy on Academic Freedom and Public Education" (Alaska State Board of Education); "Library Bill of Rights" (American Library Association); "Free Access to Libraries for Minors" (American Library Association Council); and "Libraries and Information Skills in Elementary and Secondary Education" (National Commission on Libraries and Information Science). (THC)

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ALASKA STANDARDS FOR SCHOOL LIBRARY MEDIA PROGRAMS

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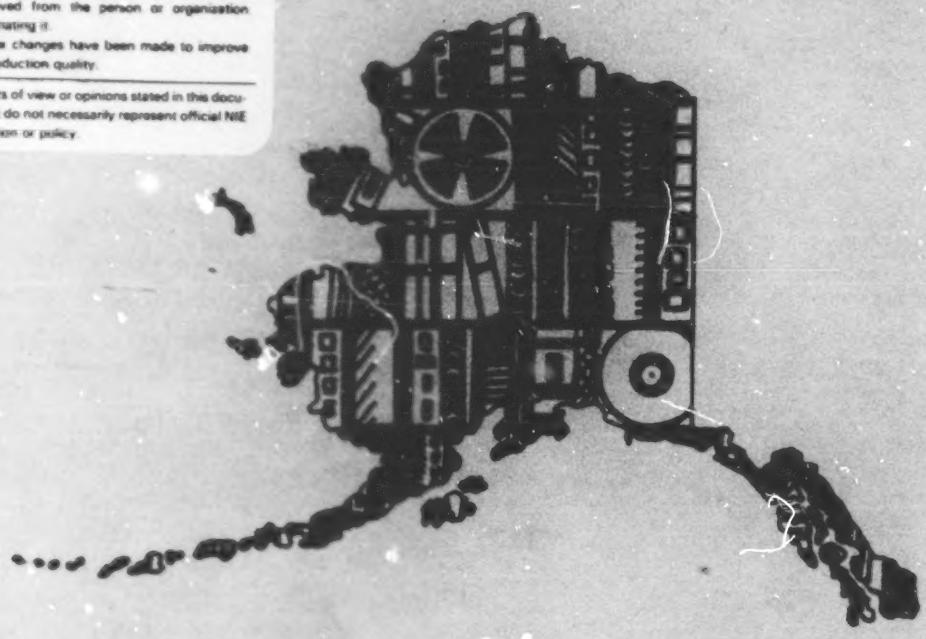

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ALASKA STANDARDS FOR SCHOOL LIBRARY MEDIA PROGRAMS

AASL/Alaska
(American Association of School Librarians, Alaska)

Juneau, Alaska 1984

Adopted June, 1984	Alaska State Board of Education
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We wish to thank the many people who assisted in the revision of the Standards. We particularly want to thank the Alaska State library for the support and encourgement.

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I N T R O D U C T I O N

The Alaska Standards for School Library Media Programs have been developed to encourage and promote the establishment and maintenance of standards of excellence in school library media centers[1] in all schools in Alaska. The standards are designed to be the minimum acceptable standards for Alaska Schools, and each school is urged to use the standards as a base to develop a quality library media program which reflects the unique characteristics of that school and which utilizes current technology. Schools which have achieved the Alaska Standards for School Library Media Programs should strive towards attaining the standards set forth in Media Programs: District and School published by the American Library Association and the Association for Educational Communications and Technology.

The Alaska Standards were prepared by the Professional Standards committee of AASL/Alaska with input from school librarians throughout the state, and are a revision of the Library Media Standards for Alaska Schools published in 1978. The standards should not be a static document. It is the recommendation of the Professional Standards committee that the standards be scrutinzed every few years and revisions made as necessary to reflect changes in Alaska libraries and schools, and also to reflect the new edition of the national standards, Media Programs: District and Schools, which is scheduled to be published in 1985.

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1. The term library media center is used throughout this handbook to designate a centralized collection of materials, equipment and services with a staff of professional personnel working closely with teachers and administrators. There are many other terms for such a center; for example, library, media library, instructional materials center, library/instructional materials center, learning resource center, and multi-media center.

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PURPOSE

The library media program exists to facilitate achievement of the educational goals/objectives which are an integral part of the educational process formulated by the school or district.

The library media program serves STUDENTS by:

Providing access to all learning materials (print and non-print[2]) and basic equipment that are available in the library media center

Teaching them how to locate information and use materials

Providing them an opportunity for individual and small group study

Teaching them how to utilize other libraries and sources of information

Developing skills in the production of learning materials

Promoting enthusiasm for seeking information (knowledge) through a variety of materials

Teaching them the importance of access to information via computer technology

Providing materials of varying levels of difficulty and on a wide variety of subjects

Acting as liaison to other libraries and information sources

The library media program serves STAFF by:

Organizing and maintaining a collection of learning materials that are available in the library media center

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2. Print and non-print materials include, but are not limited to, books, magazines, filmstrips, microcomputer software, records, tapes, films, pictures, games and other learning materials not considered as classroom texts.

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Organizing and maintaining all of the equipment which supports the library media program

Providing and/or encouraging use of a professional library

Assisting in selection of learning materials for use in the classroom

Assisting in the planning and production of various teaching materials

Maintaining the State Film Library service

Acting as liaison to other libraries and information sources

Aiding in correlation of unit materials and activities

Providing information on new materials, techniques, and technologies

Providing examination and previewing opportunities to assist in the selection of new materials

Providing the opportunity to make recommendations of materials and equipment for the library media center

Assisting in curriculum development and instructional design

The library media program assists ADMINISTRATORS by:

Providing central purchasing, distribution and utilization of learning materials and equipment relevant to the library media center

Avoiding needless duplication of learning materials

Maintaining the State Film Library service

Organizing and maintaining all of the learning materials and equipment in the media center

Providing inservice training on effective use of resources

Maintaining circulation and utilization records

Providing information on new materials and technologies

Acting as liaison to other libraries and information sources

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ESSENTIAL ELEMENTS

There are six vital, interdependent elements of a quality library media center program.

1. STAFF

Professional personnel are essential to provide all students and teachers with library media center services. A meaningful program can be developed only with the leadership of a qualified library media specialist[3] who has the responsibility of managing the media program to promote educational impact and cost-effectiveness.

The library media specialist should have competencies in evaluation, selection, organization, production, and utilization of print and non-print media and equipment. Knowledge of effective human relationships is essential to the administration and function of school library media programs.

The library media specialist shall hold a certificate valid at the level served and shall meet state certification requirements for library media education. Course work shall include library media production, theory, function, and administration of school library media programs.

Support staff are essential to perform clerical tasks which enable the professional library media specialist to provide an effective program.

2. COLLECTION

The collection in each school must provide a broad range of materials to meet the requirements of all curriculum areas and accomodate diverse learning skills and styles of users at varying maturity and ability levels.

3. EQUIPMENT

Appropriate equipment is necessary to utilize the materials and other sources of information and to encourage the production of materials by teachers and students.

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3. Other titles which are also used for library media specialists include, but are not limited to, librarians, school librarians, media specialists, and library media generalists.

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4. SPACE

Adequate space is necessary to accomodate the resources and services of the library media center. This area should be reserved for library media center programs and its facilities should support and enhance these activities and contribute to their efficiency of operation. In library media centers of more than 1,000 square feet specific areas for the following functions must be identified:

Circulation
Reading, class instruction, use of A-V equipment and microcomputers
Faculty center and professional materials
A-V equipment distribution and storage
Individual study
Workroom
Administration

5. RESOURCE SHARING

Within the school and/or the district it is imperative to share what is available. Beyond the building and/or district an inter-library loan system of sharing resources to and from all types of libraries is in place and does supplement the local library media program. Primary access to these materials is through the Alaska Library Network.

6. ANNUAL BUDGET

Funds are necessary to enable the school library media program to meet and maintain recognized professional standards for the collection, and to secure additional materials and equipment necessary to meet the specific needs of changing curriculum, students, and staff of individual schools.

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AASL/ALASKA STANDARDS

SCHOOLS WITH LESS THAN 100

Schools with 100 or fewer students should receive professional assistance from a district level librarian. Staff at the school should receive specific training on resources available from all possible sources and use the Alaska Library Network to obtain them. Each school must designate a local person to supervise the on-site collection under the direction of the district professional personnel.

Staff - See above

Collection - 2,500 items[4] or access to a district collection of at least 5,000 items.

Equipment - See Appendix

Space - 250 square feet or 5 square feet per student, whichever is greater.

Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

SCHOOL WITH 100-250 STUDENTS

Schools with 100-250 students should receive professional assistance from a district level librarian. Staff at the schools should receive specific training on resources available from all possible sources and use the Alaska Library Network. Each school must designate a local person to supervise the on-site collection under the direction of the district professional personnel.

Staff - 1/2 full-time aide per 100 students

Collection - 5,000 items or 20 items per student, whichever is greater.

Equipment - See Appendix

Space - 500 square feet or 5 square feet per student, whichever is greater.

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4 Items refers to the print and non-print materials listed on page 2.

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Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

SCHOOL WITH 250-500 STUDENTS

Staff - 1 full-time certified library media specialist (1 per each 500 students)1 to 2 full-time library aides (1 per each 250 students)

Collection - 10,000 items or 20 items per student, whichever is greater.

Equipment - See Appendix

Space - 5 square feet per student

Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

SCHOOL WITH 500-1,000 STUDENTS

Staff - 1 to 2 full-time certified library media specialist (1 per each 500 students or major fraction thereof) 2 to 4 full-time library aides (1 per each 250 students).

Collection - 20 items per student.

Equipment - See Appendix

Space - 5 square feet per student

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Resource Sharing - have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

SCHOOL WITH MORE THAN 1,000 STUDENTS

Staff - 2+ full-time certified library media specialists (1 per each 500 students for the first 1,000; 1 per 1,000 students or major fraction thereof in excess of 1,000) 4+ full-time library aides (1 per each 250 students).

Collection - 20 items per student.

Equipment - See Appendix

Space - 5 square feet per student

Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

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DISTRICT LIBRARY MEDIA PROGRAM

In some Alaska school districts, the transition from bookroom/library to contemporary library media center was made under guidance of district-level supervisors and coordinators. In other districts, however, schools developed their own programs without district coordination and still operate relatively self-sufficiently. Both models of program development yield excellent programs. Without district-level guidance and supervision, however, there is greater chance that not all schools in the district will have the same quality library media program. Research shows that the leadership provided by district-level staff results in school library media programs that function better than those in districts without central staff. For this reason, districts with multi-building library media programs benefit from district-level management which helps to insure comparable and effective programs in all schools.

A primary goal for school library media program management at the district level is to provide leadership, usually through a library media coordinator. Leadership means insuring that each school develops the highest quality program possible. Leadership also means that district-level personnel should be the foremost advocates for the school library media program seeking support for the program from district administrators and the board of education. In addition, district level library media staff should encourage the teaching staff to take advantage of the full range of instructional assistance and materials available through the school library media program by actively participating in the development of curriculum and instructional strategies.

The following are representative services and responsibilities of district level programs:

PLANNING AND ADMINISTRATION

1. Planning the overall media program, e.g., identifying criteria, purposes, procedures, and evaluation systems.

2. Designing facilities for school and district library media programs.

3. Providing information for budget planning.

4. Selecting personnel for the district library media program.

5. Developing district library media selection policies that support the educational program and reflect principles of intellectual freedom.

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6. Developing criteria for the selection of materials and equipment.

7. Interpreting the library media program to school and community and developing public information systems.

8. Developing staff positions and job descriptions.

9. Evaluating district library media programs.

10. Coordinating federal purchases and projects for library media programs.

11. Requesting and administering funds for interdistrict and interagency cooperative services and contracts.

STAFF DEVELOPMENT

1. Providing for ongoing professional development.

2. Orienting the district staff in all aspects of instructional technology.

3. Providing consultative services to building library media personnel, administrators, and faculties.

4. Developing inservice opportunities.

SERVICES

1. Maintaining or supervising the maintenance of media and equipment.

2. Coordinating all library, audiovisual, and related instructional materials and equipment services.

3. Providing central processing services and/or selecting appropriate commercial services.

4. Assisting in the development of basic library collections and other collections of instructional materials.

5. Developing cooperative approaches for services or programs which the building finds difficult to attain.

6. Applying appropriate forms of technology such as television, radio, telephone lines, computers and random access distribution.

7. Selecting, distributing, and promoting effective use of district collections of materials and equipment.

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8. Applying instructional technology to curriculum planning and instructional development.

9. Producing materials and maintaining production facilities.

10. Coordinating the developement and integration of library media and study skills into the instructional program.

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AUDIOVISUAL EQUIPMENT

Many types of learning resources cannot be used without appropriate projectors, viewers, and players. If teachers and students are to produce media expressions, production equipment such as cameras, recorders, and copying devices must be available. The particular selection of equipment for a school depends on many factors, such as:

-curriculum
-learning styles to be served
-teacher awareness, styles, and competence
-competence of the library media staff to teach users to operate equipment
-requests of students and staff
-creativity of staff and students
-building design
-school and district size
-current technology
-formats of materials to be used
-compatibility within district
-age and obsolescence of existing equipment
-breakdown record of existing equipment

Because of the number of these variables that must be considered, these guidelines include no specific quantitative standards for equipment. The library media staff will need to prioritize purchases, plan for expansion of services and formulate a systematic replacement schedule in order to maintain a sound program. Addition and replacement of audiovisual equipment should be a regular part of the annual budget for library media programs.

The following list is included only for the purpose of providing examples of equipment currently in common use in each of the major categories. It is not intended to be exhaustive or prescriptive and the order of the listed items has no significance.

DISPLAY OR PLAYBACK EQUIPMENT

Moving-image media

Television receiver/monitor (color)
Video cassette recorder-playback
16mm projector
Super 8mm projector, reel to reel
Super 8mm projector/viewer

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Still-image media

Overhead projector
Sound or silent filmstrip projector/viewer
Sound or silent slide projector/viewer
Microform reader and/or reader-printer
Opaque projector
Microprojector
Reader development equipment

Audio media

Cassette tape recorder-player
Record player
Cassette tape recorder-player with synch pulse for use with slide projector
Voice amplification system
Radio receiver
Card reader

Instructional computers

Microprocessor
Cathrode ray display screen
Floppy disc drive unit
Printer

PRODUCTION EQUIPMENT

Moving-image media

Video cassette recorder
Video camera (color)
Super 8mm camera
Super 8mm editor and splicer

Still-image media

Paper duplicator
Paper cutter
Drymount press
Thermal transparency maker
35mm camera
Copy stand
Sound-slide synch programmer
Opaque projector

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Audio media

Cassette and/or open reel tape recorder/player
Microphone
Audio mixer
High-speed tape duplicator

Instructional computers

Microprocessor
Cathode ray display screen
Floppy disc drive unit
Printer
Modem

Note on Acessories: Many of the listed pieces of equipment require, or are improved by, such auxiliary items as carts, screens, extension cords, earphones, and adapters. As each new item of equipment is purchased, related auxiliary items must be carefully considered.

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ALASKA STATE BOARD OF EDUCATION
POLICY ON ACADEMIC FREEDOM
AND PUBLIC EDUCATION

4.9.1 Academic Freedom and Public Education

The State Board of Education recognizes that, within the law and traditions of American society, academic freedom, which encompasses the freedom to teach and to learn, is the responsibility and the right of every individual. In its concern for the goals of excellence and equity in Alaska education the State Board of Education affirms the distinction between teaching and indoctrination. Public schools should help students to learn how to think not what to think. To teach or to learn about an idea is not necessarily to endorse an idea. Respect for the constitutional and intellectual rights of school personnel and students is neither subordinate to nor incompatible with the right of communities to determine their own public school practices and programs.

Public school classrooms are forums for inquiry, not arenas for the promulgation of particular viewpoints. While communities have the right to exercise supervision over their own public school practices and programs, their participation in the educational life of their schools should respect the constitutional and intellectual rights guaranteed school personnel and students by American law and tradition.

Accordingly, the State Board of Education, in order to support academic freedom and improved educational practices, encourages that local school boards adopt policies and procedures to receive, review, and take action upon requests that question public school practices, programs, instructional materials or school libraries. Community members should be made aware of their rights to voice opinions about school practices and programs in an appropriate and convenient procedure.

Finally, the State Board of Education affirms that community members and school personnel should acknowledge together that the purpose of public education is the pursuit of knowledge and the preparation of our children for responsible citizenship in a society that respects differences and shared freedom.

Adopted 9/14/82

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LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

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FREE ACCESS TO LIBRARIES FOR MINORS
An Interpretation of the LIBRARY BILL OF RIGHTS

Some library procedures and practices effectively deny minors access to certain services and materials available to adults. Such procedures and practices are not in accord with the LIBRARY BILL OF RIGHTS and are opposed by the American Library Association.

Restrictions take a variety of forms, including, among others, restricted reading rooms for adult use only, library cards limiting circulation of some materials to adults only, closed collections for adult use only, collections limited to teacher use, or restricted according to a student's grade level, and interlibrary loan service for adult use only.

Article 5 of the LIBRARY BILL OF RIGHTS states that, "A person's right to use a library should be not denied or abridged because of origin, age, background, or views." All limitations on minors' access to library materials and services violate that Article. The "right to use a library" includes use of, and access to, all library materials and services. Thus, practices which allow adults to use some services and materials which are denied to minors abridge the use of libraries based on age.

Material selection decisions are often made and restrictions are often initiated under the assumption that certain materials may be "harmful" to minors, or in an effort to avoid controversy with parents. Libraries or library boards who would restrict the access of minors to materials and services because of actual or suspected parental objections should bear in mind that they do not serve in loco parentis. Varied levels of intellectual development among young people and differing family background and child-rearing philosophies are significant factors not accomodated by a uniform policy based upon age.

In today's world, children are exposed to adult life much earlier than in the past. They read materials and view a variety of media on the adult level at home and elsewhere. Current emphasis upon early childhood education has also increased opportunities for young people to learn and to have access to materials, and has decreased the validity of using chronological age as an index to the use of libraries. The period of time during which children are interested in reading materials specifically designed for them grows steadily shorter, and librarians must recognize and adjust to this change if they wish to serve young people effectively. Librarians have a responsibility to ensure that young people have access to a wide range of informational and recreational materials and services that reflect sufficient diversity to meet the young person's needs.

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The American Library Association opposes libraries restricting access to library materials and services for minors and holds that it is the parents--and only parents--who may restrict their children--and only their children--from access to library materials and services. Parents who would rather their children did not have access to certain materials should so advise their children. The library and its staff are responsible for providing equal access to library materials and services for all library users.

The word "age" was incorporated into Article 5 of the LIBRARY BILL OF RIGHTS because young people are entitled to the same access to libraries and to the materials in libraries as are adults. Materials selection should not be diluted on that account.

Adopted June 30, 1972; amended July 1, 1981, by the ALA Council.

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National Commission
on Libraries and Information Science

STATEMENT OF
THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
ON
"LIBRARIES AND INFORMATION SKILLS IN ELEMENTARY AND SECONDARY EDUCATION"

A major nationwide review of elementary and secondary education in the United States is underway. During the past year, several studies and reports have been released by prominent organizations, groups, or individuals. Among the reports is "A Nation at Risk" prepared by the National Commission on Excellence in Education (NCEE) appointed by Secretary of Education T. H. Bell. This report and the others generally recommend more rigorous academic programs and standards for elementary and secondary education. The recommendations would increase the number and quality of course requirements, strengthen teaching, and improve the environment for learning.

Members of the National Commission on Libraries and Information Science support the effort to increase the effectiveness of American education. We note, however, an important void in the reports, particularly in "A Nation at Risk".

Although the report recognizes that effective participation in our "Learning Society" requires each person to be able to manage complex information in electronic and digital form, it makes no recommendations on the role of library and information resources in elementary and secondary schools. The report omits reference both to the importance of library and information resources to underpin all of learning and to the essential skills and proficiences involved in finding and using information effectively.

A basic objective of education is for each student to learn how to identify needed information, locate and organize it, and present it in a clear and persuasive manner. This objective should be realized in part through academic courses and in part through school library media centers which provide special opportunity for students to develop research and self-study skills and to build capacities for lifelong learning.

School libraries should hold the materials to complement and supplement texts used in the various academic studies. They should introduce students to the use of their own and other libraries as places holding the record of our culture and resources for continuing reference and learning. A major criterion for the determination of excellence at any college and university is the quality of its library and information resources; and, yet, NCEE omitted any such criteria from the determination of excellence in elementary and secondary schools.

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The Members of the National Commission on Libraries and Information Science believe that each elementary and secondary school must have school library media services of strong quality. As the Federal government, the states, local school districts and schools proceed with plans and actions for strengthening elementary and secondary education in the United States, we urge that each student be provided effective library and information services. These services should be integrated with the student's entire program of studies and should be connected with services outside of the school — such as those of public, academic and research libraries. These services must be provided by elementary and secondary school personnel who are well qualified in library and information science and able to teach information skills and manage library resources in their schools. With these services in place for all students, the objectives of strengthening education proposed in the several reports can be met.

Approved Unanimously by the Commission
January 6, 1984
Washington, D.C.

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